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ABSTRACT

This paper describes the background, charge to the committee, evaluation plan, and recommendations for an evaluation of core curriculum in a Texas Community College District. A committee of faculty and administrators from a large Community College District designed a model for evaluating the core curriculum. The committee defined the purpose of the core, developed a model and evaluation cycle, and identified possible student outcome measures. The focus was on the role and scope of the faculty in the evaluation process. The roles of the Discipline Committee, the Vice President's Council, and institutional researchers were also defined. The committee grappled with how to balance the need for standardization across the District with academic freedom within colleges and classrooms. The model was in its second year of implementation at the time of this paper. Eight appendixes contain supplemental information describing the evaluation development process. (Contains 16 references.) (SLD)

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"Evaluating the Core Curriculum within a Multi-Campus College District: Levels of Standardization and Academic Freedom"

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"Evaluating the Core Curriculum within a Multi-Campus College District: Levels of Standardization and Academic Freedom"

ABSTRACT

A committee of faculty and administrators from across a large Community College District designed a model for evaluating the core curriculum. The committee defined the purpose of the core, developed a model and evaluation cycle, and identified possible student outcome measures. The focus was on the role and scope of faculty in the evaluation process. The roles of the Discipline Committees, Vice Presidents' Council, and Institutional Researchers were also defined. The committee grappled with how to balance the need for standardization across the District with academic freedom within colleges and classrooms. The model is in its second year of implementation.

INTRODUCTION

In 1999, the Texas Higher Education Coordinating Board (THECB) adopted a statewide common core curriculum. Senate Bill 148 required the THECB "to adopt rules that include 'a statement of the content, component areas and objectives of the core curriculum,' which each institution is to fulfill by its own selection of specific courses." This legislation provides for the block transfer of a completed core of at least 42 semester credit hours to any institution of higher education in Texas. Criteria for evaluation of the core curricula were also adopted by the THECB. These criteria are outlined in the Texas Education Code, Chapter 5, section 5.404, and in the document "Core Curriculum: Assumptions and Defining Characteristics" (1998). The basic premise is that "a core curriculum should be described and assessed by faculty and institutions in terms of basic intellectual competencies and perspectives, and of specified student outcomes rather than simply in terms of specified courses and content."

Spurred on by the new legislation, this Community College District launched a vibrant and dynamic review of the core curriculum, which included committee representatives from each college campus, district office coordination, and dialogue among faculty, staff and administrators across the District via email and open forums. These discussions resulted in a new core curriculum that was adopted by the District and approved by the THECB. One of the recommendations from this committee provided for the formation of a new committee, whose charge would be to formulate a plan for evaluating the core, processes by which to alter the core, and to identify possible evaluation strategies. The authors of this proposal served on this committee, along with faculty from each of the colleges in the District who represented component areas included in the Core. The Core Curriculum Evaluation Committee (CCEC) developed the model that was adopted by the District.

The CCEC began its work in September 1999 by reviewing the documents described above. Extensive review of other related documents, resources, and evaluation models followed as the committee broke into four subcommittees to address the statement of purpose, evaluation process, measures and outcomes, and process to alter the core. The committee focused on designing the procedures for evaluating the core with careful attention to the role and scope of the faculty in the process.

Progress reports were made along the way and the emerging model was presented to key groups in the District including vice presidents, institutional researchers, presidents of college faculty associations, and academic deans. Three District-wide forums were held in spring 2000 where participants were invited to comment on the proposed core evaluation plan. The feedback was summarized and reviewed by committee members and incorporated into the plan as appropriate.

Based upon a literature review, the knowledge of the members of the committee, and the structure of the District, a four year evaluation model was developed that included three levels of evaluation: classroom assessment, discipline requirements, and district-wide indicators. Some of the most influential models dealt with the use of portfolio assessment (Seybert, 1995, 2000; McKenna & Walcerz, 2000), Classroom Assessment and Research (Angelo & Cross, 1993; Cross, 1997) standardized tests (Educational Testing Service, 1994,1998,1999), capstone courses and external review teams (Northern Michigan University, 2000). The "*Outcomes Assessment Framework*" from Regent's College (Peinovich & Nesler, 1999) was helpful because of the systematic assessment plan that it describes, and broad overviews were obtained through the work Trudy Banta (1999), and Peter Ewell (1985).

The CCEC discussed the need to balance standardization across the district with academic freedom among faculty, colleges, and within discipline committees. The character of the discipline committees varies greatly from one discipline to another within the district. Therefore, while some discipline committees will choose a single course of action for evaluating student outcomes across the district, others will leave the methodology up to the individual campus and instructor. The CCEC chose not to prescribe the specific measures to be used at each level of assessment. Instead, the committee developed an evaluation plan that requires the full participation of faculty, discipline chairs, and appropriate college administrators to assure meaningful and useful evaluation at all levels. The roles of the faculty, discipline committees, Vice President's Council, institutional researchers and the colleges were carefully delineated by the CCEC. A list of "Possible Outcomes Measures" was developed and distributed with the evaluation model throughout the district. Institutional researchers were assigned to each discipline committee, to assist them with decisions about assessment methodologies. A list of eleven recommendations for implementation of the model was included in the committee's final report. Professional development will be a key factor in the ultimate success of the model, because of the prominent role of faculty in developing the assessment measures for student outcomes.

Pure academic freedom is not possible in the evaluation of the core curriculum, because of the adoption by the THECB of the "Core Curriculum: Assumptions and Defining Characteristics". This document prescribes the inclusion of specified basic intellectual competencies (reading, writing, speaking, listening, critical thinking, and computer literacy), and delineates specific "exemplary educational objectives" for each of the component areas that are included in the Core. These objectives are considered to be necessary, if not sufficient, and must be included somewhere within the core curriculum in the associated component area. To ensure that students who complete the core have been exposed to all of these required objectives, completion of a checklist was required during the first year of the evaluation cycle for each discipline committee that has a course in the Core. In the second year, a second set of charges was given to these committees, to ensure that the objectives and evaluation measures are included in course syllabi. Two new committees were formed. One committee, made up of academic administrators and researchers (including the authors of this paper), is charged with implementing the overall model, and designing the district-wide assessment measures. The second committee is to plan and implement a professional development program to train faculty and others in outcome assessment techniques. Both are vital to continued success.

Although assessment of core curriculum has been in place to meet SACS and THECB requirements, the adoption of a new core curriculum by the DCCCD Board of Trusteees in January of 1999, gives opportunity for the design of an evaluation process tailored to the newly adopted core curriculum.

This document describes the background, charge to the committee, evaluation plan, and committee recommendations for evaluating the newly established DCCCD Core Curriculum The development process used by the committee is explained along with recommendations for implementation of the plan. The proposed core evaluation plan emphasizes learning outcomes for students in the context of state and regional accreditation requirements and desired results. The proposed evaluation plan is characterized by multiple layers of assessment which rely upon the expertise of the faculty, respective discipline curriculum committees, the Instructional Vice Presidents Council, the Institutional Research Group, the colleges, and the Dallas County Community College District.

BACKGROUND AND CHARGE TO THE CORE EVALUATION COMMITTEE

The core curriculum for the DCCCD was developed through a vibrant and dynamic process which provided many opportunities for dialogue and input across the District. In fact, during its Spring 2000 CB site visit, the DCCCD was commended for its core curriculum development process. The DCCCD Core Curriculum Committee completed its work in December of 1998. The final recommendations of the committee were specified in a document entitled *Final Recommendations of the Core Curriculum Committee as Amended by the Cabinet* and forwarded to the DCCCD Board of Trustees in January of 1999 for adoption. Subsequently, the District was asked by Texas Higher Education Coordinating Board staff to amend the Institutional Options components of the core to include courses which were more closely related. The resulting changes added Speech 1311 or any Foreign Language Course at level 1311 or higher to the Communication component and Computer Science 1300 or higher to the Institutional Options component.

Recommendation #14 was the final recommendation of the Core Curriculum Committee and it asked that a second committee be formed to develop an evaluation plan for the newly approved core. Recommendation #14 from the Core Curriculum Committee follows:

Recommendation #14

The Committee recommends that the Chancellor's Cabinet leave the newly adopted core intact until a significant number of students has completed and transferred. The Committee also recommends the Chancellor's Cabinet, in consultation with the Core Curriculum Committee, the Faculty Council and the VP Council, appoint a committee whose charge will be to formulate processes to evaluate the core and to formulate processes to alter the core requirements. This committee, separate and distinct from the current Core Curriculum Committee, should present its recommendations to the Chancellor's Cabinet for approval by the end of the Spring 2000 Semester. In addition, this new committee might

explore the identification of writing-intensive courses, reading-intensive courses, service learning experiences, portfolio evaluation, and/or a capstone experience.

COMMITTEE PROCESS AND TIMELINES

The Core Evaluation Committee began its work in September of 1999. The committee was composed of representatives from all 7 DCCCD colleges and was chaired by a member of the Vice President's Council. A member of the Institutional Research Council provided expertise and served as a liaison to the IR Group. Richard McCrary, the Executive Director of Student and International Programs, provided guidance and support for the work of the committee. See Appendix A for a list of committee members and the working calendar.

The committee began its work in the Fall of 1999 by reviewing the recommendations of the DCCCD Core Curriculum Committee, the report of the Statewide Advisory Committee, the rules of the Texas Higher Education Coordinating Board which delineated the criteria for evaluation of core curricula in the state, and the "Core Curriculum: Assumptions and Defining Characteristics" adopted by the THECB. These documents are included in the appendices that follow. Extensive review of other related documents, resources, and evaluation models followed as the committee broke into four subcommittees to address the statement of purpose, evaluation process, measures and outcomes, and process to alter the core. By December of 1999 the committee had developed an initial draft of the mission and purpose statement for the DCCCD core curriculum along with a tabled description of the core based on the Texas Higher Education Coordinating Board core curriculum guidelines. (See Appendix C.)

During the Spring, 2000 semester, the committee focused its energy on designing the processes and procedures for evaluating the core with careful attention to the role and scope of the faculty in the process.

Progress reports were made along the way and the emerging model was presented to key groups in the District including:

The Vice President's Council
The District Institutional Research Group
The individual presidents of each college faculty association
The "Annual Gathering" of District Deans

Three District-wide forums were held in the Spring of 2000 during which participants were invited to comment on the proposed core evaluation plan. The feedback gathered during these forums was summarized and reviewed by committee members and incorporated into the plan as appropriate. In general, questions raised during the forums helped the committee develop a list of Frequently Asked Questions (FAQ) to help clarify the intent and implementation of the evaluation plan.

EVALUATION PLAN

Two primary source documents were used by the Core Evaluation committee in the design of the evaluation plan. The first was the "Report of the Advisory Committee on Core Curriculum, " a 24-member committee charged with recommending the content, component areas, and objectives of the core curriculum for the State of Texas. This committee identified the intellectual competencies, perspectives, and exemplary educational objectives that characterize the core curriculum in Texas. (See Appedix E)

The second document consists of Section 5.404 of the core curriculum rules adopted by the Texas Higher Education Coordinating Board which addresses the Criteria for Evaluation of Core Curricula. The Core Evaluation committee used these criteria as the framework for building the evaluation plan. The complete document is provided in Appendix D. The section reads as follows:

CHAPTER 5, SUBCHAPTER S: Section 5.404
Criteria for Evaluation of Core Curricula

(a) Each institution must review and evaluate its core curriculum at intervals specified by the board and shall report the results of that review to the Board. The evaluation should include:
  (1) the extent to which the curriculum is consistent with the elements of the core curriculum recommended by the Board;

  (2) the extent to which the curriculum is consistent with the "Texas Common Course Numbering System";

  (3) the extent to which the curriculum is consistent with the elements of the core curriculum component areas, intellectual competencies, and perspectives as expressed in "Core Curriculum: Assumptions and Defining Characteristics" adopted by the Board; and

  (4) the extent to which the institution's educational goals and the exemplary educational objectives of the core curriculum recommended by the Board are being achieved.

(b) Each institution's evaluation report must contain the following:
  (1) a table that compares the institution's core curriculum with the core component areas and exemplary educational objectives of the core curriculum recommended by the Board;

  (2) a brief description of the purpose and substance of the institution's core curriculum

  (3) a description of the processes and procedures used to evaluate the institution's core curriculum, and

(4) a description of the ways in which the evaluation results are utilized to improve the core curriculum at the institution.

The careful work of the DCCCD Core Curriculum Committee and ultimate approval of the DCCCD core curriculum by the CB assured compliance with Criteria (a)1 and (a)2 of the CB rules. The first order of business, then, for the Core Evaluation committee was to describe the purpose and substance of the District's core curriculum. Review of similar statements from colleges throughout the country, the District Skills for Living document, the DCCCD Mission Statement, The Final Report of the DCCCD Core Curriculum Committee, the seven campus mission statements, the CB Advisory Committee, and Section 5.404 of the CB rules provided the foundation for the resulting proposed Core Mission Statement.

Purpose for the Core Curriculum

The Mission of the DCCCD is to equip students for successful living and responsible citizenship in a rapidly changing local, national and world community. The Core Curriculum, therefore, is designed to provide students with learning experiences that will allow the development of essential intellectual competencies of reading, writing, speaking, listening, critical thinking, and computer literacy. In accordance with the THECB (Texas Higher Education Coordinating Board) guidelines, the purpose of the Core is to provide course and other experiences, the outcomes of which help students attain the following perspectives:

1. Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives, and to understand the responsibilities of living in a culturally and ethnically diversified world

2. Stimulate a capacity to discuss and reflect upon individual, political, economic and social aspects of life in order to understand ways in which to be a responsible member of society

3. Recognize the importance of maintaining health and wellness

4. Develop a capacity to use knowledge of how technology and science affect their lives

5. Develop personal values for ethical behavior

6. Develop the ability to make aesthetic judgements

7. Use logical reasoning in problem solving

8. Integrate knowledge and understand the interrelationships of the scholarly disciplines

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Evaluation Cycle
Next, the Core Evaluation Committee focused on developing the processes and procedures used to evaluate the core. The committee placed great emphasis on the role and scope of faculty in the evaluation process and provided for a 4-year cycle of review.

Year 1 of the cycle prepares the District for implementation of the approved core. Year 2 of the cycle concentrates heavily upon the three parallel levels of evaluation—classroom assessment, discipline requirements, and district-wide indicators. Data design and determination of useful measures takes priority during the second year. The committee provided a menu of suggested measures and tools for measurement for use during this phase of the cycle. Staff development related to assessment will be critical during the second year. Year 3 of the cycle emphasizes data collection and analysis. It provides for a careful review of selected measures and data collection methods. Year 4 continues the data collection and analysis, provides for improvement of both, and gives the first opportunity to evaluate the extent to which students are achieving the desired outcomes.

Role of Faculty
In stating its assumptions about the core, the CB Advisory committee recognized that: "A core curriculum should be described and assessed by faculty and institutions in terms of basic intellectual competencies and perspectives and of specified student outcomes rather than simply in terms of specific courses and course content." Further, the committee recommended that the processes and procedure used to evaluate the institution's core program include a "focus on the role and scope of the faculty in that evaluation."

The proposed evaluation process emphasizes the importance of the role of the faculty and the use of classroom assessment in determining the extent to which students are meeting the defining characteristics and exemplary objectives for the core components. Further, the proposed process acknowledges the teaching /learning relationship as the foundation upon which the overall desired outcomes and perspectives are built.

Role of Discipline Committees
Discipline committees at both the college and the district levels will play a key role in the selection of specific basic intellectual competencies, perspectives, and exemplary outcomes for specific courses and core component categories. Faculty who teach core courses should provide input to discipline committees about the optimal positioning of the competencies, perspectives, and exemplary outcomes throughout the core. The general discipline measures should also be recommend by faculty and approved by respective discipline committees.

Role of VP Council
The VP Council should review the extent to which the DCCCD's educational goals and the exemplary educational objectives of the core curriculum are being achieved. It should serve as a resource for improvement of desired outcomes, professional development, and approaches to assessment. The VP Council should monitor the progress of the outcomes for students and provide guidance to discipline committees as well as campus deans and faculty.

Role of IR Group
The IR Group should serve as a resource for discipline committees, colleges, and the district in adopting existing measures, designing other measures, identifying key performance indicators, and gathering and analyzing data for evaluation.

Role of Colleges
College chief academic officers, in conjunction with the college curriculum committees, discipline committees, institutional researchers, and key student services personnel, should be involved in the design of overall measures and key indicators that demonstrate the extent to which the exemplary objectives, perspectives, and intellectual competencies are being met.

OVERVIEW OF THE CORE EVALUATION PROCESS (Chart 1)

Chart 1 provides an overview of the evaluation process recommended by the Core Evaluation Committee. Each step of the process is numbered for reference. Decision points in the process are designated with diamond shaped figures.

1. The process begins with the comparison of the DCCCD core with the CB criteria for evaluating the core.
2. If criteria are met, then evaluation at three levels—classroom, discipline, and district—must be designed. If criteria are not met, then the core must be modified to meet criteria.
3. Determination of data to be collected and measures to be used at all three levels follows.
4. Data are collected.
5. Data are analyzed and a decision point is reached. If data are adequate in quality and quantity, then we are able to determine the extent to which the core is preparing students. If data are not adequate, then data collection and/or analysis should be reviewed.
6. *A decision point follows which requires the determination of whether the core is adequately preparing students or whether it needs to be modified. Modification may occur based on the most recent data and analysis and should be flexible enough to allow for changes that will benefit students in a timely manner.*

A series of flow-charts was developed to describe the stages of the evaluation process. Flow charts for specific years in the cycle are included with descriptions in Appendix G.

Possible Outcomes Measures
The section on Possible Outcomes Measures was compiled as a tool to assist faculty, discipline committee chairs, the VP Council, the IR Group, and others in the development of useful measures for the various levels of evaluation. The section summarizes the many approaches that surfaced as the committee gathered assessment information from numerous sources and models of evaluation. **The Possible Outcomes Measures section was intended to serve as a point of departure for the design of sound approaches to evaluation and is not an exhaustive list. The committee provided the list as a starting point for discussion.**

RECOMMENDATIONS FOR IMPLEMENTATION

As a result of the feedback received during the forums and presentations to key groups, the Core Evaluation Committee recognized the need for making recommendations to support the implementation of the plan once the work of the committee was finished. Those recommendations follow:

Recommendation A
A committee to guide and support the implementation of the Core Evaluation process should be formed. The Committee should report to the Executive District Director of Academic and Student Programs and should include at least the following:

- a liaison from the VP Council,
- faculty representatives from each of the 6 component areas (Communication, Mathematics, Lab Sciences, Social/Behavioral Sciences, Humanities/Visual & Performing Arts, and Institutional Options),
- instructional deans *in whose divisions* of some of the core courses *reside*,
- and a liaison to the Institutional Research Group

Recommendation B
Assessment should be well designed and effectively implemented at all levels. To this end, professional development should be a high priority. Discipline chairs, deans, and vice presidents will benefit from workshops on implementation and measurement as will full-time and adjunct faculty. Discipline committees and colleges are encouraged to incorporate approaches to assessment which may include writing-intensive courses, reading-intensive courses, service learning experiences, portfolio evaluation, and/or a capstone experience.

Recommendation C
The same process that was used to establish the core curriculum initially and to revise the Institutional Options section of the core as required by the Coordinating Board should be used to modify the core. This includes review of recommendations for changing the core through a series of District-wide forums, review by the VP Council, review by the Chancellor's Cabinet and final review and approval by the Board of Trustees.

Recommendation D
Discipline committee charges should address the evaluation plan for core courses.

Recommendation E
Advisory groups should be formed *at the campus level* to assist in the review of results and outcomes. Groups should consist of internal participants (faculty, staff, students) and external participants (university representatives, business/industry representatives, and students who have transferred).

Recommendation F
Core Evaluation and Core Curriculum committee members may serve as a resource during the implementation phase to provide clarification and guidance related to the evaluation plan.

Recommendation G
Matrices should be developed to provide an overview of the progress of all colleges and discipline committees toward implementation of the evaluation plan.

Recommendation H
Clerical support for committee work should be provided.

Recommendation I (Suggested by Chancellor's Cabinet)
The Core Curriculum should be treated as a "degree" for degree audit purposes in the Colleague system. This will allow the Communication Management system to inform students of progress toward completing the core.

Recommendation J (Suggested by Chancellor's Cabinet)
Marketing plans should be developed at the college and District level to inform students of the benefits of completing the core.

Recommendation K (Suggested by Chancellor's Cabinet)
Evaluation and implementation of software for developing electronic matrices that inventory student attainment of competencies, perspectives, and exemplary educational objectives should be initiated.

SUMMARY

The Core Evaluation Committee was established in response to recommendation #14 of the Core Curriculum Committee and charged with formulating processes to evaluate and to alter the core curriculum. The committee was established by the Chancellor's Cabinet, in consultation with the Core Curriculum committee, the Faculty Council, and the VP Council. Its members included representatives from all seven of the District Colleges, and liaisons to the VP Council, the Core Curriculum Committee, and the District. One of the college Institutional Researchers provided additional expertise and served as a liaison to the IR Group.

The committee proposed an evaluation plan based on the "Core Curriculum: Assumptions and Defining Characteristics" adopted by the THECB and the rules of the Texas Higher Education Coordinating Board (Section 5.404) which delineated the criteria for evaluation of core curricula in the state. The assumptions emphasize that the core curriculum should be described and assessed by faculty and institutions in terms of basic intellectual competencies and perspectives and of specified student outcomes rather than simply in terms of specific courses and course content.

The Core Evaluation Committee for DCCCD chose not to prescribe the specific measures to be used at each level of assessment. Instead, the committee developed an evaluation plan that requires the full participation of faculty, discipline chairs, and appropriate college administrators to assure meaningful and useful evaluation at all levels.

Appendices

Members of Committee and Working Calendar	Appendix A
Table of Approved Core	Appendix B
Report of Advisory Committee on Core Curriculum	Appendix C
Texas Higher Education Coordinating Board Chapter 5, Subchapter S	Appendix D
Charts of Evaluation Process	Appendix E
Possible Outcome Measures	Appendix F
Frequently Asked Questions (FAQ)	Appendix G
Sample Charge to Discipline Curriculum Committees	Appendix H

DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
CORE CURRICULUM REQUIREMENTS

Adopted December 1999

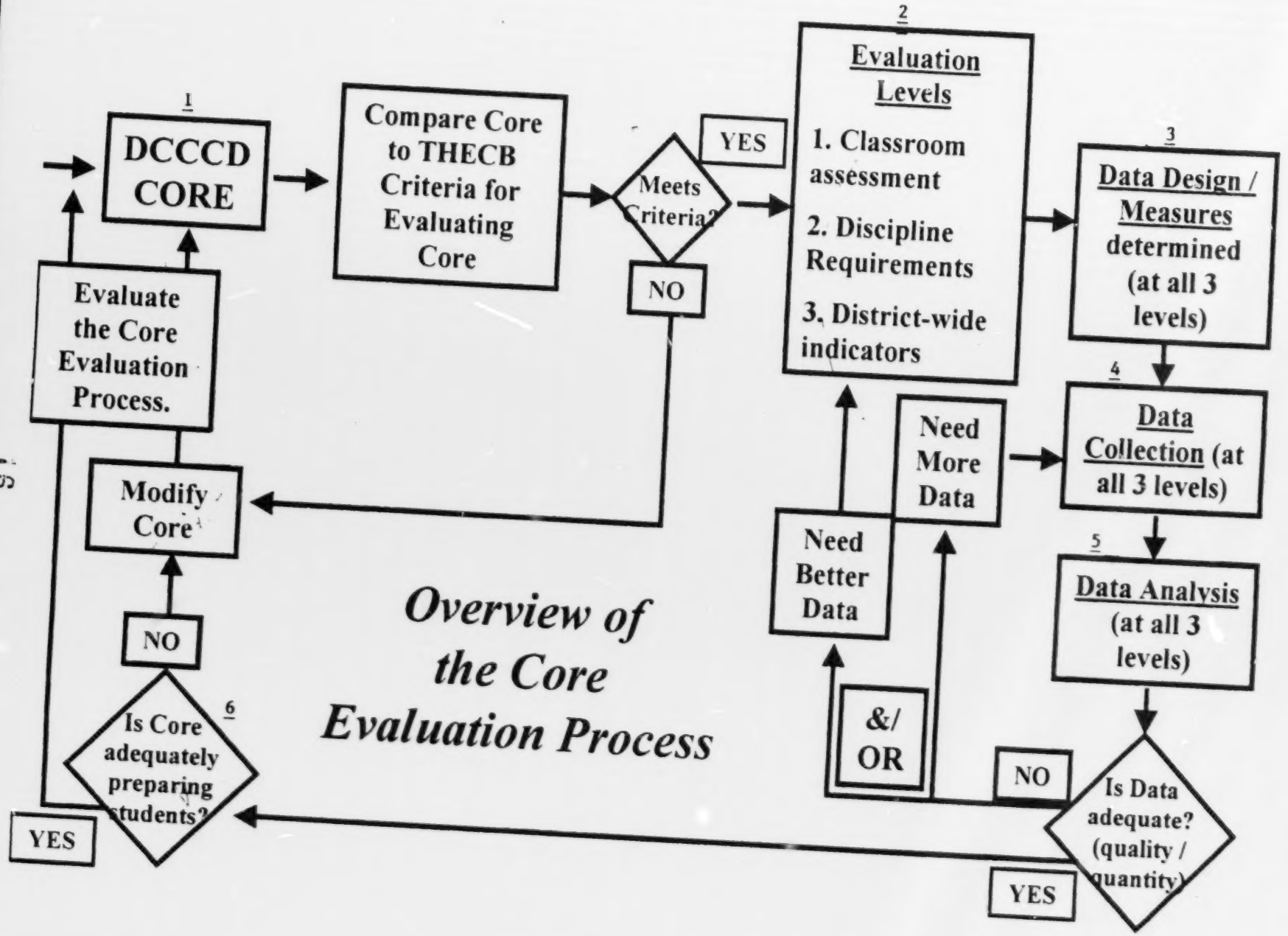
COMMUNICATION - 9 hrs. English 1301 English 1302 * Speech 1311 **OR** any Foreign Language Course 1311 or higher **Students must select Speech 1311 if seeking an AA or AS degree.*	SOCIAL/BEHAVIORAL SCIENCES - 15 hrs. History 1301, 1302 Government 2301, 2302 *(Select one course from the following)* Anthropology 2346, 2351; Economics 1303, 2301, 2302, 2311; Psychology 2301, 2314, 2316; Sociology 1301,1306, 2319
MATHEMATICS - 3 hrs. *(Select one course)* Math 1314 Math 1324 Math 1332 Math 1333 Math 1342 Math 1414 Math 2412 Or higher level	HUMANITIES/VISUAL AND PERFORMING ARTS - 9 hrs. *(Select one course from each of the three groupings)* I. Arts 1301, 1303, 1304; Dance 2303; Drama 1310, 2366; Humanities 1301; Music 1306, 1308, 1309 II. English 2321, 2322, 2323, 2326, 2327, 2328, 2331, 2332, 2333 III. ~~Cultural Studies 2301~~ CUST 2370; History 2321, 2322, 2380, 2381; Philosophy 1301, 2306, 2307, 2316, 2317; Religion 1304
LAB SCIENCES - 8 hrs. *(Select two courses)* Biology 1406, 1407, 1408, 1409; Chemistry 1405, 1407, 1411, 1412; Geology 1401, 1403, 1404, 1445; Physics 1401, 1402, 1405,1407,1411, 1412, 1415,1417, 2425, 2426	INSTITUTIONAL OPTIONS - 4 hrs. Physical Education 1164 **and** Computer Science 1300 or higher

TOTAL: 48 hrs.

Appendix C & Appendix D

These appendices are reports related to the core curriculum in Texas. They are not included in your packet, due to their length. However, they are available on the Internet at the following URL:

Http://www.thecb.state.tx.us/divisions/ctc/ip/Core


1
DCCCD CORE
Compare Core to THECB Criteria for Evaluating Core
Meets Criteria?
YES
NO
2
Evaluation Levels
1. Classroom assessment
2. Discipline Requirements
3. District-wide indicators
3
Data Design / Measures determined (at all 3 levels)
4
Data Collection (at all 3 levels)
5
Data Analysis (at all 3 levels)
Is Data adequate? (quality / quantity)
NO
YES
Need More Data
Need Better Data
&/ OR
Evaluate the Core Evaluation Process.
Modify Core
NO
6
Is Core adequately preparing students?
YES
Overview of the Core Evaluation Process

POSSIBLE OUTCOMES MEASURES

Examples for measuring outcomes:

1. Some types of evaluation instruments that could be used are:
    - Portfolios
    - Standardized Tests
    - CATS
    - Classroom research

2. Encouragement of diverse pedagogical methods of instruction to achieve course/program objective and to help students achieve success:
    - Distance Learning sections
    - Self-paced sections
    - PowerPoint presentations in class and online
    - Syllabus, lecture notes, assignments online

3. On-going course/program assessment by faculty to make sure objectives is being met.
    - Scheduled update of core course syllabi to include course objectives, methods of evaluation, "skills for living", multicultural aspects, etc.

4. Employer survey of students with respect to Core Curriculum mission statement.

5. Gain student input on meaningfulness of core through:
    - Evaluation of curriculum
    - Survey administered to alumni to track salary increases/promotions directly related to course work completed by individual course or programs
    - Survey students immediately prior to graduation
    - Focus groups with students, faculty members, administrators, and student affairs staff discuss various topics, include curricular issues and student services
    - Clubs/organizations.

6. Track student retention
    - Semester to semester
    - Fall to fall

7. Track students from developmental courses (successful completion) into core courses.

8. Compare student graduation rates at transfer institutions
    - Students transferring in core vs. local students completing core.
    - Students transferring with just core vs. students transferring with an associates degree

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9. Success of all students overall and by gender, ethnicity, age, special populations, in grades and completion of
    - Partial core
    - Entire core

   (Partial core needs to be defined.)

10. How many students are transferring core complete as opposed to transferring only a partial core.

11. Success after core completion:
    - Into competitive DCCCD programs
    - Transfer rates to four-year institutions
    - Success in course work at transfer institution
    - Graduation rate of core completers vs. overall rate

12. Comparison of core to SACS and THECB measures and standards

13. Is our core meeting the needs of transfer students or are transfer institutions requiring additional courses (that are in their core, but not in ours) of our students for their majors?

14. Is the core consistent with the requirements for the Associates of Arts and the Associates of Sciences?

[These are stated in no particular order of importance. This is not an exhaustive list.]

Discipline Committee Charges Associated with Core Evaluation

The Texas Higher Education Coordinating Board approved the new core curriculum for Texas with Fall of 2000 as the effective date. The Coordinating Board also required that an evaluation process be designed by each institution to assess the effectiveness of the core. To that end, a Core Evaluation Committee was appointed to develop an evaluation process for the DCCCD Core Curriculum. After multi-campus hearings, presentations and discussions, the Core Evaluation Process was presented to the Chancellor's Cabinet for adoption.

District-wide Discipline Committees representing courses in the Core were identified as essential to the evaluation process for the DCCCD Core Curriculum.. The following charges were recommended by the Core Evaluation Committee and reflect the vital role of Discipline Committees in the formal evaluation process.

1. All curriculum committees represented in the core are asked to review course objectives and outcomes to insure **consistency** on campus and across the district.

2. All curriculum committees represented in the core are asked to review course objectives to insure incorporation of THECB **Exemplary Objectives** for each discipline area as defined in the state *Report of the Advisory Committee on Core Curriculum.*

3. All curriculum committees represented in the core are asked to determine ways in which their respective course(s) give students opportunities to develop the **Intellectual Competencies** of reading, writing, speaking , listening, critical thinking, and computer literacy. According to THECB "these competencies are essential to the learning process in any discipline" they should , therefore, "inform the core". (A discussion of these competencies is to be found in the *Report of the Advisory Committee on Core Curriculum,* released by the Texas Higher Eduction Coordinating Board);

4. All curriculum committees represented in the core are asked to determine which of the ***Perspectives*** defined by THECB their respective course(s) help students achieve. The perspectives follow:

    1. establish broad and multiple perspectives on the individual in relationship to the larger society and world in which he or she lives and to understand the responsibilities of living in a diversified world;

    2. stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life to understand ways in which to be a responsible member of society;.

3. recognize the importance of maintaining health and wellness;

4. develop a capacity to use the knowledge of how technology and science affect their lives;

5. develop personal values for ethical behavior;

6. develop the ability to make aesthetic judgments;

7. use logical reasoning in problem solving;

8. integrate knowledge and understand the interrelationships of the disciplines.

5. All curriculum committees represented in the core are asked to determine an array of methods, instruments, or techniques by which they plan to evaluate the effectiveness of their respective courses in meeting the objectives of the core.

ASSIGNMENTS

The various researchers throughout the DCCCD have agreed to work with specific district curriculum committees:

Committee	**Researcher**	**Chair**
Anthro/ Sociology	Cindy Rowe (NL)	Glenn Currier (EC)
Art	Edward Hummingbird (DO)	Larry Felty (MV) Marty Ray (NL)
Astronomy/ Physics	Meade Brooks (BH)	Jim Knowles (NL)
Biology/ Ecology	Teresa Isbell (NL)	Barry Bates (EC)
Chemistry	Teresa Isbell (NL)	Weldon Burnham (RL)
Computer Science	John Asselin (EF)	Ramiro Villarreal (BH)
Cultural Studies	Laura Massey (DO)	Charles McAdams (BH)
Dance	Shelley Heard (BJP)	Key Meersman (BH)
Drama	Mattie Carter (DO)	Deborah Ruiz Esparza (RL)
Economics	Connie Howells (EF)	Gerald Shilling (EF)
English	Claire Gauntlett (CV)	Susan Faulkner (CV)
Foreign Languages	Fonda Vera (RL)	John Dolance (RL)
Government	Claire Gauntlett (CV)	Noreen Warwick (RL)
History/Geography	Gabriela Borcoman (MV)	Charlotte Rike (NL)
Humanities	Fonda Vera (RL)	Bob Whisnant (EF)
Math/Dev. Math	Gabriela Borcoman (MV)	Tommy Thompson (CV)
Music	Sharon Smith (DO)	Ouida Taylor (RL)
Philosophy/Religion	Teri Walker (BH)	Robert Bennett (RL)
PHED/Nutrition	Connie Howells (EF)	Marie Maness (BH)
Physical Sci/Geology	Meade Brooks (BH)	Bill McLoda (MV)
Psychology	Karen Laljiani (EC)	Steve Link (BH)
Speech Comm.	Karen Laljiani (EC)	Julie Perez (BH)

Sample

CHARGES TO THE BIOLOGY/ECOLOGY COMMITTEE

2001-2002

⇒ During this year, the Vice Presidents Council expects committees represented in the core to participate in both efforts to evaluate the core as well as in staff development activities the Council might provide related to such efforts. Not only does the THECB require that we evaluate the core every five years, but any evaluative measures completed will be of use in the SACS studies. Last year, most core committees (although not all) identified its Exemplary Educational Objectives and Intellectual Competencies. One thing that might be helpful now is for your committee to identify any means, which it believes, could be utilized in measuring how well your core courses meet those objectives and competencies.

In addition, as soon as all core curriculum committees finish the charts related to the Exemplary Educational Objectives and Intellectual Competencies, comprehensive c charts indicating the results of the work of all core curriculum committees will be shared so that we can identify unmet objectives or competencies. Once that entire project is finished, it is expected that syllabi of those core courses will clearly indicate which Exemplary Educational Objectives and Intellectual Competencies are represented within core courses. Examples of what will be expected to be included will be sent to your committee later this year. Again, your cooperation in working with the Vice Presidents on this project will be appreciated.

⇒ Your committee has courses included in the DCCCD core curriculum. However, certain evaluative material that the Vice Presidents Council is requiring of your committee appears not to have been completed and returned to the District Office of Academic and Student Programs. (If this is in error, please let Richard McCrary know as soon as possible.) It appears that your committee has not completed the forms on Educational Objectives or Intellectual Competencies for the following courses:

BIOL 1406, General Biology
BIOL 1407, General Biology
BIOL 1408, Biological Science
BIOL 1409, Biological Science

The two forms mentioned above are included. It is very important that Richard receive these completed forms no later than mid-October if your courses are to remain in the DCCCD core. This information will be exceedingly useful in the SACS studies as well as in meeting THECB requirements. Your cooperation will be greatly appreciated.

⇒ The Vice Presidents Council believes that one way to enhance student retention is to provide potential goals for students to achieve. One such way to do this is to create Emphasis Degrees in specific disciplines that outline courses students should take toward that emphasis. Therefore, that Council submits the following DRAFT of an Emphasis Degree in your discipline. Such an Emphasis Degree is composed of the DCCCD Core plus the use of courses within your discipline to be taken in place of any electives. Students who complete the courses within the plan will be awarded the appropriate associate's degree. Your committee is asked to look over this draft and to make any suggestions, particularly about the courses mentioned in the "Emphasis block."

Sample

The VP Council would like to have any comments your committee wishes to make regarding the Emphasis draft plan by mid-October; this can be accomplished by sending them to Richard McCrary via e-mail. If the VP Council, Chancellors Cabinet, and the Board of Trustees approve the use of this plan, it will be published in the this year's web version of the DCCCD catalog as well as be included in the 2002-2003 print catalog.

⇒ THECB has granted us approval for some Unique Need courses submitted in the past by your discipline. However, they require us to maintain both a generic copy of the syllabus of the course which includes the official catalog title AND a justification of why we need this course. This information can best generated by sending this required information to Meredithe Greer. The courses which your committee needs to address are:

BIOL 2370, Field Biology
BIOL 2418, Invertebrate Zoology

We will appreciate it if you attend to this issue by mid-October. Your cooperation will be appreciated.

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